

Criteria for Determining Participation in the Alternate Assessment Based on Modified Academic Achievement Standards in lieu of the general education assessment

When modified academic achievement assessments are provided by a state, the SEA must establish and ensure implementation of clear and appropriate guidelines for Case Conference Committees to use in determining which students are eligible to be assessed based on modified academic achievement standards. 34 CFR 200.1(a)(2).

The case conference committee (CCC) determines, based on the criteria provided and the student's individual and unique needs, whether a student with a disability will be assessed on academic achievement standards, on modified academic achievement standards or on alternate academic achievement standards. If the CCC determines that a student will be assessed on modified achievement standards, the CCC report must describe the reasons it is not appropriate for the student to take ISTEP+ and include information in support of each of the criteria below.

The committee must be informed that the decision to participate in an alternate assessment does not preclude a student from attempting to complete the graduation requirements. However, demonstrating proficiency on the modified assessment alone is insufficient evidence for graduation.

CRITERIA (All three criteria must be satisfied for a student to be eligible to be assessed on modified academic achievement standards in either mathematics or English/language arts. In addition, the decision cannot be based on the exclusions provided below.)

1. **Presence of a Disability:** The student receives special education services due to the presence of a disability. There must be evidence that the disability has prevented the student from achieving proficiency as measured by previous ISTEP+ attempts or through other assessments that validly document grade-level academic achievement.

2. **Intensity of Instruction:** The student is able to meaningfully access curriculum for the grade in which the student is enrolled. However, the student's case conference committee agrees that, even with appropriate instruction and services designed to meet the students' individual needs, the student is not likely to achieve grade-level proficiency within the same time frame as other students.

3. **Curricular Outcomes:** The student is expected to earn a high school diploma prior to exiting high school, either by eventually demonstrating proficiency on the GQE or through the appeals process. Therefore the goals listed in the student's case conference committee report include content standards for the grade in which the student is enrolled.

EXCLUSIONS

The CCC's determination that the student will be assessed on modified achievement standards cannot be based on factors such as:

- a. Excessive or extensive absences.
- b. Social, cultural or economic differences.
- c. The mere identification of a disability.
- d. A specific special education placement or service.
- e. Concern for AYP calculations.

The Indiana Department of Education will utilize these criteria when reviewing or monitoring student education records for the purpose of determining eligibility to be assessed on modified achievement standards and including modified assessment data in federal and state accountability determinations.